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ABSTRACT

Designed as a means of promoting research and exchanging results among the members of the Texas Association for Community Service and Continuing Education's (TACSCE's) Research Committee, this Research Annual provides a compilation of articles, abstracts, annotations, and book reviews. The volume contains: (1) "Perspective: The Role of Scholarship in Continuing Education for Continuing Educators," by Charles A. Atwell; (2) "Editorial: Leadership in Continuing Education," by John R. Hoffman; (3) "An Outside Perspective," by Susan S. Schuehler, which reports on a study conducted at Moravian College of institutional image; (4) "Citizenship and Continuing Education: A Model for Communities," by Sheila Rosenberg; (5) abstracts of papers submitted for the TACSCE President's Award competition; (6) "Administrative Responsibilities in Continuing Education: TACSCE Research Committee Project," by John R. Hoffman and Jerry G. Springfield; (7) annotations of recent articles on continuing education; and (8) reviews of "Leadership Strategies for Community College Effectiveness," edited by Dale F. Campbell and "Principles of Good Practice in Continuing Education," by the Council on the Continuing Education Unit. (EJV)

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Forward and Acknowledgement

The fundamental purpose of TACSCE's Research Committee is to conduct, promote and foster research. The members of the Committee recognize a second and equally fundamental purpose, the transmission of that research to the membership of the association specifically, and the continuing education community generally. In the past, the Research Committee has published a biannual research newsletter containing selections of research, comment, article annotations, and book reviews. With each succeeding year, the committee has sought to serve member needs in an increasingly useful manner. This year, a new facet of this service has materialized.

In early 1985, the committee received permission from the TACSCE Board of Directors to pursue a more innovative method of fulfilling its purpose. You are holding the culmination of several months work by the Research Committee. The publication of this **1985 TACSCE Research Annual** marks the first time this association has been provided a bound copy of research articles, comments, and materials. We hope it is not the last such publication.

An undertaking of this nature requires the action of all of us—not just Research Committee members, but all members of TACSCE. Consider this an invitation to participate. But do not consider the invitation lightly. Participation in the research function of the association requires that we all be involved, that we all participate, that we all contribute. In this, the premier issue of the **Research Annual,** you will find the work of all the members of the Research Committee and the results of work by non-members of the committee. You will find a *Perspective* article authored especially for this issue by Dr. Charles Atwell, Editor of the **Community Services Catalyst;** the first and second place papers in the President's Research Competition; comment from Dr. John Hoffman, and contributions by other members of the committee. But there is substantial contribution by others.

Sincere appreciation is extended to the several people who have helped make this publication possible. Dr. Carol Kasworm, Vice-Chancellor, University of Houston-Clearlake; Dr. William A.

Luker, Professor of Economics, Community Service and Education, North Texas State University School of Community Service, Denton,Texas, and Dr. Grant Morrison, Dean of Continuing Education, Brazosport College, Lake Jackson, Texas, were the members of the evaluation team responsible for judging the research and position papers submitted for the President's Award Competition. Dr. Howard Smith, Professor of Higher Education, North Texas State University, Denton, Texas and the Director of the Office of Policy Studies in Higher Education, was responsible for conducting the Salary and Administrative Study for professionals in Continuing Education in Texas. Dr. Fred Voda, Dean of Community Services, Tarrant County Junior College, Fort Worth, Texas, assisted in the proofreading of the **Research Annual** and technical services and printing were provided by Tarrant County Junior College Technical Services, Mary Kay Stansbery, Director. Special thanks is extended to Ms. Hallie Broday, Supervisor of Printing Services and her staff at Tarrant County Junior College, for the patience, perseverance and assistance which they provided in the publication of this document. Finally, but certainly not least, the sincere appreciation of the Research Committee is extended to Dr. Charles Atwell, Professor and Head, Community College Programs, College of Education, Virginia Tech and Editor of the Community Services Catalyst, for his support and contribution to this first issue of the **Annual**.

It takes much work and cooperation to produce a document like this. We would like your help and feedback.

As the opportunity presents itself, we would appreciate your opinion and your comments. Let us know what you think about the **Annual** and whether you would like to participate in its production. If you have suggestions for improvement, please feel free to contact any member of the committee with your comment. You will find the committee's membership listed elsewhere in the document.

I would be remiss in my duties as Chairman of the Research Committee, if I failed to thank those who are responsible for the production of this work; I express that appreciation at this time. But, I also feel the need to appeal to you, the general membership, to contribute to next year's work-to contribute in something more substantial than just a nod of the head or a passing remark. While I sincerely appreciate the research done by all people, I would like to see next year's President's Award given to a member of our own organization. I would like to see research done by TACSCE members who are not on the committee. Somewhere out there, good things are happening and you

are studying this – our business of continuing education. Please share your findings with all of us.

David A. Wells, Chairman
TACSCE Research Committee
Dean of Community Services
Tarrant County Junior College

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Perspective: The Role of Scholarship in Continuing Education for Continuing Educators

Charles A. Atwell
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I am both flattered and pleased to have been invited to contribute this essay to the first **Research Annual** of the Texas Association for Community Services and Continuing Education. I am flattered because I have long recognized the leadership role which TACSCE plays in the practice of our profession, not only within Texas but nationally. I recognize that in a field of endeavor which prides itself on *doing*, TACSCE encourages and rewards *thinking* as well. Indeed, to my knowledge no state association fosters research activities to the extent TACSCE does.

I am pleased because the topic assigned to me by your research committee — the need for continuing education and community service practitioners to become actively engaged in research, scholarship and publications — is one which I feel very strongly about and one which I believe needs airing.

In the interest of fairness — and in keeping with the title of this section of the **Research Annual** — I should begin with the *perspective* I bring to this task. Since we are all captive, at least in part, to our experiences, you can judge for yourselves whether mine flavor my views to your taste or are unpalatable. I have held positions in academic administration in a community college and two large, research-oriented state universities. In both universities I also held faculty appointments and was subject to promotion and tenure procedures, the so-called *publish or perish* syndrome. I have also administered and been subject to a salary plan based entirely upon

merit; no cost of living increases, no across-the-board increments, every penny of salary increase awarded on merit, and much of those merit increases distributed disproportionately to researchers rather than to those engaged principally in teaching or service. And for the past five or so years I have been a member of the Board of the National Council on Community Services and Continuing Education and Editor of their journal, the **Community Services Catalyst.**

I admittedly bring to these deliberations a bias in favor of research and scholarship and a recognition that the culmination of good research and careful scholarship, in academic circles anyway, normally leads to publication. But it brings an equally firm belief that the terms **research, scholarship** and **publications** are more often than not, too narrowly defined. I shall attempt, in these few pages, to suggest broader, perhaps even alternative ways of viewing these terms, and, hopefully, to suggest why every practitioner has a professional obligation to engage in these activities.

Continuing Education for Continuing Educators

Werner Lowenthal (1981), in a recent article which debated the merits of voluntary versus mandatory continuing education for professionals, opened with the daily prayer of a twelfth-century physician, *May there never rise in me the notion that I know enough, but give me the strength and leisure and zeal to enlarge my knowledge* (p. 519). I find it somewhat comforting to read even in those days of primitive medicine, of the healer's commitment to continuing professional education. To this day, the field of health care probably leads all others in its recognition of the necessity for continued study in order to remain technically competent to practice.

How about those of us whose daily task it is to provide or arrange for the continuing education of others? Are we like the health care field today or are we more like the shoemaker's children? Alan Knox (1982) suggests the latter may be true when he wrote, *One paradox of continuing education practice is that the professed commitment to continuing education for program participations is so little matched by continuing education opportunities for the staff members who plan and conduct the programs* (p. 73).

To devote space here extolling the value of continuing education would be even worse than preaching to the choir. It is worth mentioning, however, that even professions which are founded upon a clearly-defined knowledge base, where all practitioners experience the same or very similar training, and where entry into practice is controlled by the profession itself through some examining and

licensing procedure, require some form of regular up-dating of professional knowledge and techniques.

Compare this to us. First of all, even our parent field, education, is not a discipline in the true sense of that term. It is a derivative field of study based upon other disciplines, sociology, psychology, anthropology, economics, etc. Moreover, we in continuing education form a mere sub-set of the parent field, some would say we are stepchildren, a fringe or ancillary activity. Where is the common knowledge upon which our practice is founded?

Secondly, the training and experience of continuing educators are so varied as to defy description. Practitioners typically enter the field without specialized preparation in continuing education but with valuable training and experience in other, related fields. One study involving 168 directors of community services/continuing education selected randomly from a national sample of community colleges reported that only eleven of the respondents (6.5%) held degrees in adult or continuing education and over half (52%) had no prior teaching experience in adult or continuing education programs (Miles, 1980). So for us, continuing education is more than a question of *keeping up*. It is the establishment of a common perspective, a language and means of communication and a baseline of knowledge upon which state-of-the-art practice stems.

My point, here, should it remain obscure, is that no group of practitioners needs continuing education more than continuing educators.

Means of Continuing Education and Professional Development

In my opening remarkings, I indicated that my charge from TACSCE's Research Committee was to address the obligation of CS/CE practitioners to become involved in research, scholarship and publication. I suggest that these activities, to a greater or lesser degree, are the obligation of every professional who works in an institution of higher learning and I further suggest that they can be excellent tools for professional development and continued professional education. Obviously these are not the only means of continuing education or necessarily the best for a given task at a given time. But they answer one of the most common complaints about continuing education, the lack of active involvement by the learner. No activity is more personal or more active than research and scholarly writing.

Let us examine briefly each of the three terms.

Research – Regrettably, many practitioners equate research with theory and create, in their own minds, the false dichotomy of

Research/Theory versus Practice. To those who hold these views, the world is composed of two categories of people, the **thinkers** (researchers, theoreticians) and the **doers.** The very etymology of the term **practitioner** leaves little doubt but they see themselves as the doers. And they are! And **thinkers** who do not practice are as ineffective and inefficient as **doers** who do not think. Doers who operate without a sound theoretical underpinning, without a strong knowledge of human and organizational behavior, are, at best, operating on a trial and error basis and, at **worst**, playing an opportunistic guessing game.

The hog, one of nature's least attractive domestic creatures, has far more intelligence than some of its more desirable farmyard companions. Put a hog in a fenced enclosure and it will circle the enclose, rooting and digging, looking for a way out. If it locates a hole under the fence, out it goes! Lock it up again, and it returns straight to it's escape route. It has *learned* the way out. Now if the farmer is smarter than the hog, he has, by now, sealed the hole. If so, the hog is reduced again to a trial and error approach to escape. Incapable of logic and reasoning, it is forced again to root and dig, root and dig, around the entire enclosure seeking an escape route.

The practitioner, in any field, who operates without theory or research as a guide, whether he recognizes it or not, faces each problem anew, root and dig, root and dig. Viewed as I suggest here, nothing is more practical than a good theory; and all good theories have to be tested through research.

I stated earlier that I would propose a broadened definition of research for our purposes. At the simplest, most fundamental level, I suggest that each of us has at least two basic research responsibilities. First, we have a professional obligation to know about the major research efforts and accomplishments in our field. When I refer to *efforts* as well as *accomplishments*, I mean that we need to know what will not work as well as what will. The research I refer to is not necessarily esoteric. It may be as simple as a well-designed needs assessment or demographic profile of the community you serve or as complex a question as, *How do adults learn most efficiently?* Simply put, we are obliged to become — and stay — familiar with the research in our field.

Secondly, we have an obligation to practice that which research suggests will work best. Anything short of that does not meet expected standards of professional practice. The physician who prescribes *bleeding* as a treatment for anemia deserves the malpractice suit. Leeches have no place in modern medical therapy. Our clients deserve state-of-the-art treatment as do the clients of the health practitioner.

Some of us have an obligation to engage in original research. This obligation is upon the profession as a whole, not the individual prac-

titioner. Just who conducts this original research is governed by many factors. How much time and interest does one have? What kind of research training has one experienced? How much support, financial and otherwise, is available?

One thing, however, is certain; research should not be restricted to the academics. Practitioners — administrators, program developers, etc. — have many research advantages. They have data bases, laboratories and subjects, all in a natural setting. The academic, on the other hand, may have the time, the training and the motivation — created in part by the reward system — but he rarely has ready access to data, laboratories and subjects. We miss the boat, in large part, when we fail to see the advantages of collaborative research, bringing together the strengths of both the academic and the practitioner.

Scholarship — Webster defines a scholar as *one who has engaged in advanced study and acquired the minutiae of knowledge in some special field along with accuracy and skill in investigation, and powers of critical analysis in interpretation of such knowledge.* A scholar, then, in everday terms, is, like a professional, an expert. But a scholar is more than an expert. A scholar not only **knows;** he/she **does** as well. Scholars can apply the expert knowledge they have attained in an efficient and effective way. The definitional properties of *investigation* and *critical analysis* imply that scholars continue to learn, to investigate, to test their knowledge against practice and reality, to insure that their knowledge remains accurate and current.

Scholarship is not just research, however. Scholarship is a way of approaching problems, a means of inquiry, a state of mind or a way of thinking characterized by adherence to sound academic principles. Community needs assessments can be planned and conducted in a scholarly manner. Classes can be prepared and taught in a scholarly manner. Evaluations of programs or processes can be conducted in a scholarly manner. Scholarship implies attention to detail; a complete and thorough investigation; an objective, dispassionate critique and analysis; an unbiased reporting of results; and, above all, a slavish adherence to truth as the scholar believes it to be.

Viewed in these terms, who among us is willing to be unscholarly? Who is willing to give less than their intellectual and professional best? The profession has every right to expect us all to be scholars.

Carried a step farther, some of us will take scholarly behavior to the next logical extension. We will share our work and our ideas with others, either presenting them in formal papers at professional meetings or in inservice or staff development sessions on our own campuses. We will take leadership in professional associations or provide technical assistance to public agencies or groups. As Nelson (1981)

suggests, eventually, *scholarship . . . means continuing to develop your own abilities and at some point placing your work, your preparation, your results in public view for others to see and evaluate* (p. 21).

Publications — Publication is the third leg of the Research-Scholarship-Publications tripod we have been examining and the logical culmination for **research** which has been conducted in a **scholarly** manner. Let me admit up front, however, that much good scholarly research never finds its way into print and, conversely, much that is printed is neither scholarly nor research-based. I say this without apology, really, for much of what is printed and consumed by the academic world is, by design, more *newsy* than it is scholarly. A recent survey of a sample of the readers of **Change,** for example, revealed that the two most widely read publications in higher education are the **Chronicle of Higher Education,** a weekly newspaper of current happenings, and **Change,** an excellent publication, even scholarly, which features essays and opinion-type pieces rather than classic, research-based reports (Staff, 1985).

Despite the market share for the **Chronicle, Change** and similar publications, the vast majority of the professional journals in education view themselves, at least, as scholarly publications, most adhering to the time-honored practice of peer review we have come to call *refereeing.* Literally all education journals have an indentified audience within the the profession and aim their material, both in style and content, at that segment of the profession. The circulation of most journals in the community college field is surprisingly small. Other than the **Community and Junior College Journal,** with a circulation of over 20,000, circulation of most other journals ranges from 500 to 1,200. Adult education journals fare little better. So even the well-written, research-based, scholarly manuscript which is published in, say, the **Community Services Catalyst,** crosses the desk of only 1,000 or so readers, not counting library copies.

Perhaps the knowledge that the circulation of scholarly manuscripts is so limited is one reason why so few professionals are ever published. Why bother, potential writers ask? That may deter some; but there are other, more basic reasons, I suspect. Plainly stated, some people do not have anything to say! Not, surely, the professionals I have been describing who view their professional obligations to include research and scholarship, but some of the trial-and-error types I mentioned earlier. Others simply yield to the compelling pressure of job responsibilities and the resulting lack of time. Still others cagily and craftily decipher the reward system and say, *"No way! I'm spending my time and effort on activities which my institution values."* Others view the publications process as a mysterious, almost mystic puzzle which they understand little and have still less chance of solving.

Whatever the reasons (Boice and Jones, 1984; Jalongo, 1985), most professional educators, even those with academic appointments and with research-oriented doctorates, simply never publish (Braxton and Toombs, 1982; Fox, 1985). Most of the scholarly publications are authored by a literal handful of people within the profession. If anything, the situation in our own field is even more pronounced. Most of the *publishers* in any field are likely to have been trained at large, research-oriented universities, are more likely to hold academic rather than administrative or public service appointments and are more likely to be employed in large, research-oriented universities where publishing is expected and rewarded. No wonder CS/CE can be called a *silent profession.*

Just as I broadened the definitions of research and scholarship, let me go beyond the traditional definition of publishing. Most studies consider only books, chapters in books, monographs and articles in refereed journals in their counts of published materials. Given the limited circulation of all these outlets for published materials, I can see little value in so restrictive a definition. I believe that, as we have a professional obligation to know and conduct **research** and to be **scholarly** in all of our professional transaction, we also have an obligation to share what we do with others. *The social structure of scholarship . . . is organized around communication, and publication is the principal means of that communication* (Fox, 1985, p. 255). Our obligation is to share with our colleagues, not only to avoid the trial and error approach ourselves but, through communications, save others in the profession from having to rely upon trial and error.

Publication, while the primary means of professional communication, is far from the only means. Presentations at professional meetings and active participation in professional organizations all can result in or lead to communicating what works. For those who want to write but can not find the time or motivation for full-length articles, publications might take the form of letters to the editors, book reviews, newsletters, institutional research reports or brief *how to do it* articles such as those featured in the *Catalyst Exchange* section of the **Community Services Catalyst.**

Whatever the medium, whoever the audience, we have a professional obligation to share with that audience the results of our own professional successes and failures.

Summary and Conclusion

I have attempted in these pages to demonstrate the need for continuing education for continuing educators and for research, scholarship and publication, broadly defined, as an excellent means of continuing professional education. Additionally, I have suggested that, professional development aside, each of us, as continuing educators, has a professional obligation to keep abreast of research in our field. As continuing educators collectively, we have an obligation to conduct original research on problems and issues that affect professional practice. Each of us has a professional obligation to conduct all our professional affairs in a scholarly manner and, lastly, we have an obligation to communicate our work with others in the profession.

In the opening pages of this essay I referred to *preaching to the choir.* I feel somewhat guilty of that here since TACSCE has done such commendable work over the years in fostering research and communicating the results of that research to its members. If nothing else, I hope my remarks here serve to reinforce the work of TACSCE and other similar organizations as they work toward a full professionalization of all those who practice in our field. I thank you for the opportunity to share these ideas with you.

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Leadership in Continuing Education

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The conventional wisdom in higher education is that the faculty, whether in a two-year college or at the university level, basically defines the direction of the institution and fine-tunes its purposes. I would maintain that this is only partly true in the field of continuing education. Perhaps more so than in most areas of administration, the vision, managerial style, and work habits of the continuing education dean or director are crucial elements in the success of programs and courses under this individual's direction.

Most continuing education faculty are busy wrestling with the problems of their own disciplines and the tasks that they face in teaching. The nature of their assignment does not demand that they deal with broad questions facing the institutions such as purposes or the breadth and depth of programs. It is the job of the CE administrator to provide the leadership necessary for the definition of purposes, scope of programs, and the other broad-based questions that institutions of higher education face. The CE dean or director will not necessarily be the sole fount of knowledge about these questions, but he/she should be thinking about them and, in turn, asking direct questions which administrators and faculty can ponder together. It is the job of the continuing education director and the other administrators to ask continually whether we are achieving our objectives and indeed what those objectives should be.

What are the purposes of leadership in continuing education? A definitive listing would be impossible to agree upon, but it might include the following:

1) *To strive continually to build academic excellence.* This goal is advocated not only for the sake of the institution and its reputation, but also for the well being of its students. This does not mean

flunking out poor students. It is easy to build excellence by simply getting rid of those who are non-excellent. But does that serve society or the students? Instead, we should strive to encourage students to achieve beyond what they **think** they can achieve. The stereotype often presented is that the grade inflation problem today is due in large measure to pressures placed on faculty by self-serving administrators to raise grades in order to keep students in college for the purpose of making their departments look good, or to increase contact hour production, or to meet quotas for the retention of minority students. My experience is just the opposite. I continually find it necessary to urge faculty members to make their teaching more demanding to avoid the temptation to award only A's and B's.

2) *To bring about effective teaching.* This is one of the most difficult tasks of the CE administrator but nonetheless one that merits continual attention and effort. This task is enhanced by attention to a systematic program of student evaluation of instruction, periodic scheduled reviews of faculty performance, proper allocation of instructional resources, and a balance between praise and constructive criticism.

3) *To try to insure that students receive humane treatment.* This may be less of a problem in community colleges, which at least **claim** to be more empathetic toward marginal students than four-year institutions. Reward systems should place a high value on respecting the dignity of each individual student, and it is a major responsibility of administrators to rectify injustice and attempt to improve student treatment. This is particularly true in continuing education, since adults will not generally *go along with the system* in order to achieve a high grade in the same manner that an eighteen-year-old college freshman might choose to do.

4) *To recruit capable faculty.* Administrators talk about improving instruction, but the fact is that 90% of the improvement of instruction is over when a faculty member is selected. There is only limited opportunity to influence a faculty member's performance. One of the most important tasks of CE administrators, who must often rely heavily upon part-time instructors, is to insure that only faculty with real talent and teaching competence are chosen.

5) *To encourage and nurture faculty members in their academic role, particularly part-time instructors.* This process begins with the selection process, continuing on through orientation procedures, supervisory roles, and evaluation. The CE administrator must judge the extent to which he/she should use the collegial model or a more authoritarian one in the process of integrating a new faculty member into the institution. There must be a balance created between motivating new faculty members to improve their classroom

performance while making them feel secure in their work. This tricky process might be referred to as *quality control* of personnel.

What are some of the components of effective leadership in continuing education? Let us look briefly at administrative style. Most of higher education today is based on democratic governance. We should recognize that collegiality is inevitable in today's academic world. At the same time, every administrator needs to look inward and ask whether he/she is using a democratic administrative style as a mechanism to avoid assuming responsibility that he/she should assume. An administrator should not use a democratic or collegial style as an excuse to avoid doing his/her job. If avoiding the label *authoritarian* is highest in your priorities, then you probably will not be very effective at your job. If you are very effective as a CE administrator, it is inevitable that someone will eventually regard you as authoritarian, autocratic, and dictatorial. If you cannot handle such criticism then you probably have no business in continuing education administration.

It is important to establish authority, particularly in a time of doubt and suspicion. The question is: *How do you establish authority?* Some of the major ingredients are honesty, consistency, integrity, courage, and vision. The latter means always keeping in mind the goals that you hold for the institution or the program you are administering.

If there is a single ingredient that is the key to effective administration it is probably the presence in the administrator of a clear vision of what his/her mission is. If the administrator has a well-defined and significant sense of mission to guide him/her, one that is generally accepted by the institution itself, then that individual will be at a considerable advantage in performing his/her job.

One of the greatest dangers in higher education institutions today is not only lack of adequate financial resources but psychological depression coupled with academic burnout. I grant that it is not an easy task, yet it is essential that the CE administrator be conscious of this fact and work constantly to build morale, to help faculty establish meaningful goals and objectives, to divert faculty from concentrating on trivial matters and instead to look to the broader purposes they serve.

There seems to be general agreement in the literature that the two most difficult tasks with which any college administrator must deal are resource allocation and personnel decisions. There will be debates and conflicts over curricula, grades, class schedules, room assignments and many more, but these are transitory and insignificant compared with questions of personnel and resources. Personnel matters undoubtedly consume more of a continuing education administrator's emotional energies than any other single aspect of the job. Faculty

members require a great deal of attention and management. Even a part-time faculty member has an ego; the dean or director must be concerned with this ego and see that it does not become unduly damaged.

The administration of rewards is one of the most difficult tasks we all face. Regardless of the number of evaluation forms and ratings sheets we use, the critical decisions are judgmental and subject to human error. We want to be as objective and fair as possible and yet we know we cannot expect the individual faculty member to be objective about himself/herself nor to agree always with our judgment regarding teaching ability or empathy for students.

In the past fifteen or twenty years, a new dimension has been added to personnel management. That dimension is the very real possibility of legal action. We have become a litigious society. If you dismiss a faculty or staff member (other than a part-time instructor who does not hold a continuing contract) and make statements that could impair the individual's ability to get another job, he/she can sue you. It is unfortunate that the potential for litigation must be an element in many personnel management decisions, but the CE administrator who ignores the possibility will probably live to regret it.

Certainly the allocation of funds and other resources also consume a major portion of one's emotional energies. Many judgments can be based on policies or precedence but the allocation of resources is one of the most difficult tasks because it involves judgment, values, and the setting of priorities.

For example, if you have equipment purchase requests from three different faculty members and each has approximately the same price tag, how do you decide? No one can give you a rule of thumb for making such a decision. It has to be made in the context of the institution in terms of its commonly accepted values, and also in light of the priorities which you have established for your own department or division. Nonetheless, it is a critical decision and one that has to be made. The decision will make some people unhappy and, since it is purely judgmental, it is unlikely that they will agree with your decision if they are not awarded the funds.

Many of us have had relatively little prior experience in setting priorities. When we pursued graduate study in higher education, most of our time and energies were consumed with consideration of the broader questions of the academy. We probably spent too much time on theoretical studies and too little attention to the details of being an administrator.

After most of us entered the field of continuing education administration, we found the job quite different than what we had

imagined. Instead of sitting around thinking the great thoughts about higher education and interacting with faculty in the area of management theory, we found ourselves submerged in bureaucratic duties, or *administrivia*.

It would be extremely naive to urge CE administrators not to become submerged in administrivia, but instead to delegate bureaucratic duties to somebody else. Only someone who has never filled the chair of a CE administrator can make such a statement with impunity. Anyone who has been an administrator in a continuing education unit knows that there are many bureaucratic details that must be taken care of, that in reality cannot be delegated. So I would urge that we relinquish the fiction that administrative details are unimportant or that we can delegate most of them to some subordinate. We must accept the fact that bureaucratic details will be with us always. My hunch is that most of us are task-oriented and feel that details are best handled when we attend to them ourselves. Yet we should attempt to organize our work so that details do not consume all of our time and energy.

Effective handling of trivia or bureaucratic detail is essentially a managerial role. The capable CE administrator must be a manager. I am appalled when someone who is responsible for the administration of a $1,000,000 plus budget and 40 or 50 faculty members boasts that he does not consider himself a manager. If one does not see himself/herself as a manager of personnel and resources then he/she has no business in administration, continuing education or otherwise.

Having made the point about the necessity to deal effectively with the trivia with which the CE administrator is faced (Why wasn't room T-100 open last night?), I would also like to urge that one not allow the massive pile of paper on his/her desk to become an excuse for not dealing with the more fundamental questions that CE deans and directors should face. One should block out twenty or thirty minutes each day to ponder the institution's mission, the priorities of the CE division, the most recent literature in the field, and an analysis of personal effectiveness in achieving the goals of the division. It is especially difficult for *Type A* personalities, which most CE administrators seem to be, to purposely lower the stress level by leaning back, closing their eyes, and thinking for a few minutes.

Unfortunately, many of us seem to equate activity with progress. We feel that if we and our staff personnel are kept constantly busy then we must be achieving our objectives. We need to remember that motion and paperwork production do not necessarily represent progress.

Finally, I would like to share with you some thoughts on how to maintain one's sanity while serving in the role of a continuing

education dean or director. First of all, we need to develop a considerable *tolerance for ambiguity.* Amibiguity is taboo in the military world but despite its shortcomings it has a certain value in the educational world. Whether we agree with its utility, we must agree that it exists and that it is likely to continue. In an academic environment, where faculty members enjoy a considerable degree of autonomy, and administrators have only limited mechanisms for influencing faculty behavior, we must often learn to live with inconsistencies and wide variations in faculty abilities as well as equally varied perceptions by faculty members of their roles.

Another requirement of the CE administrator is *patience.* When I first became a continuing education director more than eight years ago, I perceived almost all problems as demanding immediate solutions. If two part-time instructors were involved in a conflict, for example, I wanted to sit them down and thrash it out immediately. If a faculty member was deficient in his duties, he should be called on the carpet immediately.

Time and experience have taught me that this approach is often not the best one, that instead an administrator needs to develop the capacity for patience, recognizing that many problems which appear to demand resolution immediately, will in fact solve themselves if given enough time. The key element, of course, is in being able to decide which problems require immediate attention and which should be delayed. This is a matter of judgment for which there are few textbook solutions.

Indeed the single most critical requirement for any administrator is *judgment.* I sometimes think good judgment is one of the scarcest commodities to be found in American higher education today. It would appear that too many of us allow cliches or what we sometimes call high principles to overrule our better judgment.

Other critical requirements of an effective administrator, particularly in the continuing education business, are the abilities to set appropriate priorities, to define what is important, to sort out the unimportant or less important, and to allocate time, energy, and resources consistent with these priorities. Again, this is a judgmental process for which ready solutions are usually not apparent.

This is not to say that one cannot prepare to make those decisions and judgments wisely. The CE administrator should have a thorough understanding of the institution, its mission, its personnel and resources, and have a well-developed set of values concerning the purpose of higher education. These will help immensely in reaching wise judgments. Add experience to those ingredients. The wise administrator knows that in the first year of a position which he/she has not previously occupied, he/she will learn a great deal and any

decisions made will be more valid after gaining experience on which to back those judgments.

Continuing education administration is fraught with frustrations and a steady stream of problems, yet it can be one of the most satisfying experiences one can have in the academic world. And it is too important a mission to be plagued with ineffective leadership.

An Outside Perspective

Dr. Susan S. Schuehler, Dean,
Division of Continuing Education, Moravian College

Not so long ago, according to Lenz (1985),*continuing educators in their never-ending struggle to maintain status in the academic community, would sooner have confessed to a preference for pot or porno than admit that they had been indulging in the black arts of marketing.*

For the past decade, colleges have viewed adult students as the panacea for dwindling numbers of traditional college students. Institutions have expanded evening programs, including support staff and faculty, to accomodate to this new market. Evening deans enjoyed a new status on campus: they were viewed as the growing segment of the institution. The flaw in this proposed scenario was the competition . Almost every college attempted to join the movement. The result was that each college within a geographical area captured a smaller portion of the market share. When colleges recognized that the competition for adult students was this keen, marketing the evening college took on a new level of importance. Evening deans began to seek ways to increase their market share through better marketing strategies.

In the **Admissions Strategists** (1985), Carol Aslanian reports the results of multiple surveys run by the College Board's Office for Adult Learning Services (OALS). The single most popular request from institutions was for assistance in marketing continuing education and recruiting students. OALS uses a market analysis approach called the Community Assessment Program (CAP). The underlying philosophy of the program is based on determining *real demand* for continuing education rather than just *expressed interest* in programs. Demand theory holds that two other factors in addition to need should be present to assure that an adult will follow through with the

decision to return to school: motivation and money. CAP provides a broad five-phase analysis for institutions requesting their service, including analysis of the community, a survey of adults, a survey of industry and organizations, analysis of the competition, and a survey of the college's own resources.

Most colleges maintain demographics on their enrolled students with minimal effort. Registration forms include information concerning age, sex, home address, business address, etc. These demographics successfully monitored over many years, can reflect important changes in the student body that must be considered in marketing programs.

Hornick (1980) suggests that the first market research conducted by a school should answer two questions: *"Who are your customers?"* and *"Why are they your customers?"* If you have been in business and have experienced a reasonable degree of success, the elements of success are those that have been most responsible for your success. If you can determine the elements within your program that are successful, you have probably identified the attributes, that if expanded or marketed, can result in an increase in your customers.

If colleges make their attributes known to the consumer, if they promise the kind of education they can legitimately expect to deliver, schools will sell more education (Hornick 1980).

Another marketing strategy is to go outside the current student enrollment to a larger possible market to try to discover why they are not attending an institution. Comparisons of research results between students and non-students can be quite valuable.

Perceptions of an institution by potential students as well as by current students are often overlooked in setting up a marketing plan. Administrators frequently assume that their perception or image of a college is shared by others. This is not necessarily true. The responsive college has an interest in its image for three reasons: it would like to know how it is seen in relation to other colleges, it would like to know how it is seen by various publics, and it would like to monitor changes in its image over time (Kotter 1975).

An image can be defined as the sum total of beliefs, ideas, and expressions that a person has of an object or an organization. Images can vary greatly from person to person. Each person is the sum total of his personal experiences and his degree of contact with an object. Images reflect this uniqueness.

Several techniques are available for measuring image. Response methods of image measurement include unstructured interviews, object sorting, and multidimensional scaling. Judgment methods of image measurement specify image attributes in advance and ask the respondents to rank, rate or react to them (Kotter 1975). The

results of judgment methods of image measurement will vary, depending upon the level of previous experience or contact an individual has had with an institution. By canvassing several groups, such as former students and non-students, a college can determine whether its image is reasonably consistent. An inconsistent image could indicate lack of awareness of the college by a particular population or dissatisfaction with the college in previous contacts.

Understanding one's image is a valuable ingredient in an effective marketing campaign. The challenge for the project at Moravian College was developing and administering a survey that would produce useful results with minimal cost. The long-range objective was to produce better advertising messages that more appropriately describe what is positive about the evening college.

Background

Moravian College is a private, selective, liberal arts college with a day enrollment of approximately 1,300 students. The college is located in Bethlehem, in eastern Pennsylvania's Lehigh Valley. Moravian College began in 1742 and continues to draw upon the traditions of the Moravian Church, a protestant denomination which grew out of the Reformation.

The Evening College was started in 1957 - the first in the Lehigh Valley. Since that time, other colleges in the area have introduced evening programs. Today, four more private colleges, two universities, and two community colleges are offering evening programs. The competition for adult students is keen.

The evening program at Moravian gradually increased in registration until a first peak in 1969. The dramatic drop during the next five years has been attributed to the opening of the two county community colleges. By introducing additional majors, especially computer science, Moravian regained ground through the the seventies (See Chart A).

In 1979, the college decided to provide a greater level of support for the Evening College in order to attract a greater share of the market. The Evening College was placed in the Division of Continuing Studies (DCS) with a substantial marketing budget and additional staff. Other colleges subsequently expanded their programs and competition became intense! One problem for Moravian College which surfaced was that of identifying the proper marketing position. With five four-year colleges all marketing bachelor's degrees in the evening, market differentiation was necessary.

Currently, Moravian's Division of Continuing Studies offers a bachelor of science and bachelor of arts degrees as well as a masters

CHART A

DIVISION OF CONTINUING STUDIES
TOTAL ENROLLMENT PER ACADEMIC YEAR

FIGURE 1

Dear Survey Participant:

The Moravian College Division of Continuing Studies (DCS) has prepared this survey in order to determine the *image* it projects to its students and to the community. The results will be used as a guide for the DCS staff in determining an advertising campaign.

Will you please take a few minutes to complete the questionnaire and return it to the DCS Office, Moravian College, Bethlehem, PA 18018? If you have any questions regarding the survey, please call the DCS Office at 861-1400.

Thank you for your cooperation.

Susan S. Schuehler, Dean
Alice M. Mesaros, Student Intern

IMAGE SURVEY

Circle the following characteristics you feel are (1) very important, (2) moderately important, (3) not very important when choosing a college.

Dedicated	1 2 3	Academically diverse	1 2 3	Religiously affiliated	1 2 3
Moral	1 2 3	Inviting	1 2 3	Consistent	1 2 3
Safe	1 2 3	Convenient	1 2 3	Challenging	1 2 3
Traditional	1 2 3	Courteous	1 2 3	Communicative	1 2 3
Organized	1 2 3	Prestigious	1 2 3	Idealistic	1 2 3
Exciting	1 2 3	Innovative	1 2 3	Flexible	1 2 3
Inexpensive	1 2 3	Caring	1 2 3		

Circle the degree (1) high, (2) moderate, (3) low to which you feel Moravian Evening College fits this description, regardless of how extensive or limited your contact has been.

Caring	1 2 3	Innovative	1 2 3	Inexpensive	1 2 3
Flexible	1 2 3	Prestigious	1 2 3	Exciting	1 2 3
Idealistic	1 2 3	Courteous	1 2 3	Organized	1 2 3
Communicative	1 2 3	Convenient	1 2 3	Traditional	1 2 3
Challenging	1 2 3	Inviting	1 2 3	Safe	1 2 3
Consistent	1 2 3	Academically diverse	1 2 3	Moral	
Religiously affiliated	1 2 3			Dedicated	1 2 3

Please complete the following information. Your responses will be kept confidential and will be used for statistical purposes only.

Age_____ Educational background (check highest attained)
Male ____ Female ____ High school graduate_____
Status: College: 1 year_____ 2 years_____ 3 years_____
Non-student_____ Bachelor's degree_____ Other_____
Student elsewhere_____
Moravian Alumnus/a____ Moravian day student____ Moravian DCS student____ 1 term____
2 terms or more_____

---

1. Have you ever considered returning to school to take courses?____Yes____No
2. Would you consider attending Moravian College?_____Yes_____No
3. If the answer to Question #2 is no, please explain why.

4. Please use the reverse side of this survey for any additional comments you may wish to make.

FOR NON-STUDENT USE

BEST COPY AVAILABLE

in business administration. Ten major areas of study and three professional certificate concentrations are available. Approximately 550 students attend the evening college each term.

The DCS staff has maintained demographic statistics on students for the past six years. We know that approximately 52% are male, 50% are married, and 6% are divorced. Most of the evening students are between the ages of 21 and 30 (56%). The second largest group (33%) is 31 to 40. The latter group is gradually increasing. Half of the evening students are accepted degree candidates, and about one-half live within 5 miles of the campus.

From records of campus visits, talks with advisers, and office data, the DCS staff assembled a fairly concise view of typical DCS students, their academic interests and concerns. The next step was to determine why they chose Moravian's evening program over another, perhaps over one even closer to home. We needed to know what type of image we were projecting and whether that image was viewed by adults as desirable.

Methodology

The questions to be answered were:

1. How do adults living in the Lehigh Valley view Moravian Evening College?
2. How are we perceived by students from our feeder institutions?
3. Do our own evening students view us more positively than do other groups?

The plan was to develop a very practical, easy-to-answer, one-page questionnaire. Simplicity was extremely important because the population to be surveyed would receive no benefit for completing the questionnaire.

Our image survey was designed using twenty adjectives associated with an evening college. These were chosen by a panel of evening students as the most important adjectives from a group of forty descriptive terms.

The first part of the survey dealt with the image of an ideal evening college. The twenty adjectives were provided with a choice of three degrees of importance: (1) very important, (2) moderately important, and (3) not very important. Participants were asked to circle the appropriate number.

The second section of the survey used the same adjectives but in a different order. Participants were asked to indicate the degree - (1) high, (2) moderate, (3) low - to which they felt Moravian

College fit their description of the ideal evening college.

The third part of the survey requested demographic information — age, sex, student or non-student status, and level of education.

At the bottom of the survey, participants were asked if they were thinking of returning to school and whether they would consider Moravian College. Participants were encouraged to add comments on the back.

The survey instrument (Figure 1) was pre-tested and revised three times. An evening student, in the psychology department agreed to administer the survey and to computerize the results.

The survey was administered to 300 individuals: 103 were DCS students, currently enrolled in evening classes; 110 were students at the two feeder community colleges. The remaining 90 participants were non-students or students attending other evening colleges. Most of these were approached at the malls or at community meetings.

The survey responses were processed by the college computer using the following variables — male/female, DCS student/community college student/non-student, and ages 24 and under, 25 to 35, 35 and over. The scales were weighted, (3) very important or high, (2) moderately or moderate, (1) not very important or low. *"No response"* for an adjective was recorded and assigned a zero. By weighting the scale, the mean was determined for each group response to an adjective. Standard deviations ranged from .52 to .75, not significant enough to assist in the analysis of the data.

The adjectives and the weighted scores were transferred to overhead transparencies. By charting the means of various responses by population, it was possible to compare responses. An example: by laying the transparency recording responses of non-students over the transparency recording responses of Moravian DCS students and community college students, we could sense whether their images of the ideal school changes after experience at a four-year college. This ability to compare populations provided some graphic and useful information.

Some findings of the evening college characteristics considered most important by the total population were: organized, academically diverse, caring, communicative, and flexible. Least important were: traditional and religiously affiliated. By superimposing the Moravian image of the total population, the survey indicated that the college was considered the ideal in eleven characteristics: dedicated, moral, safe, inviting, convenient, innovative, courteous, prestigious, consistent, challenging, and idealistic. The college was less than ideal in being organized, exciting, inexpensive, academically diverse, caring, communicative and flexible. On the other hand, we excelled the *"ideal"* in being traditional and religiously affiliated. This confirmed a suspicion that our image was too strongly connected with Mora-

vian traditions.

In comparing the current student population with the transfer school students, the ideal image became quite different. Moravian students ranked *"inexpensive"* much less important as an ideal, yet their image of Moravian was that of *"expensive."* Moravian students saw Moravian as more *"caring"* than did transfer school students. Overall, the Moravian student saw Moravian as much closer to the *"ideal"* than did the transfer school students.

One observation was the high level of *"no response"* by transfer school students to the Moravian College image section of the questionnaire (38%). The male/female variable showed basically no difference in either ideal or Moravian image based on sex. The only exception was a higher mean (2.25 to 2.5) on the part of females concerning the adjective *"safe"* for the ideal college. The *"safe"* adjective also became more important by age group, 45% aged 24 and under indicated safety was very important, 49% aged 25 to 35, and 68% of those aged 35 and over.

Eighty-nine respondents added comments to the questionnaire. Only three of these were Moravian students. Most were responses to the question: *"Would you consider attending Moravian College?"* Eight said the distance was too great to Moravian College. Two said they did not care to attend classes that required attendence two nights per week. Nineteen felt that Moravain was too expensive (all of these were attending community college.) Ten said that Moravian College did not offer their major (many were nursing students), and two claimed they were too old to return to school.

CONCLUSIONS AND IMPLICATIONS

The purpose of the study was to gain an understanding of the image of Moravian College.

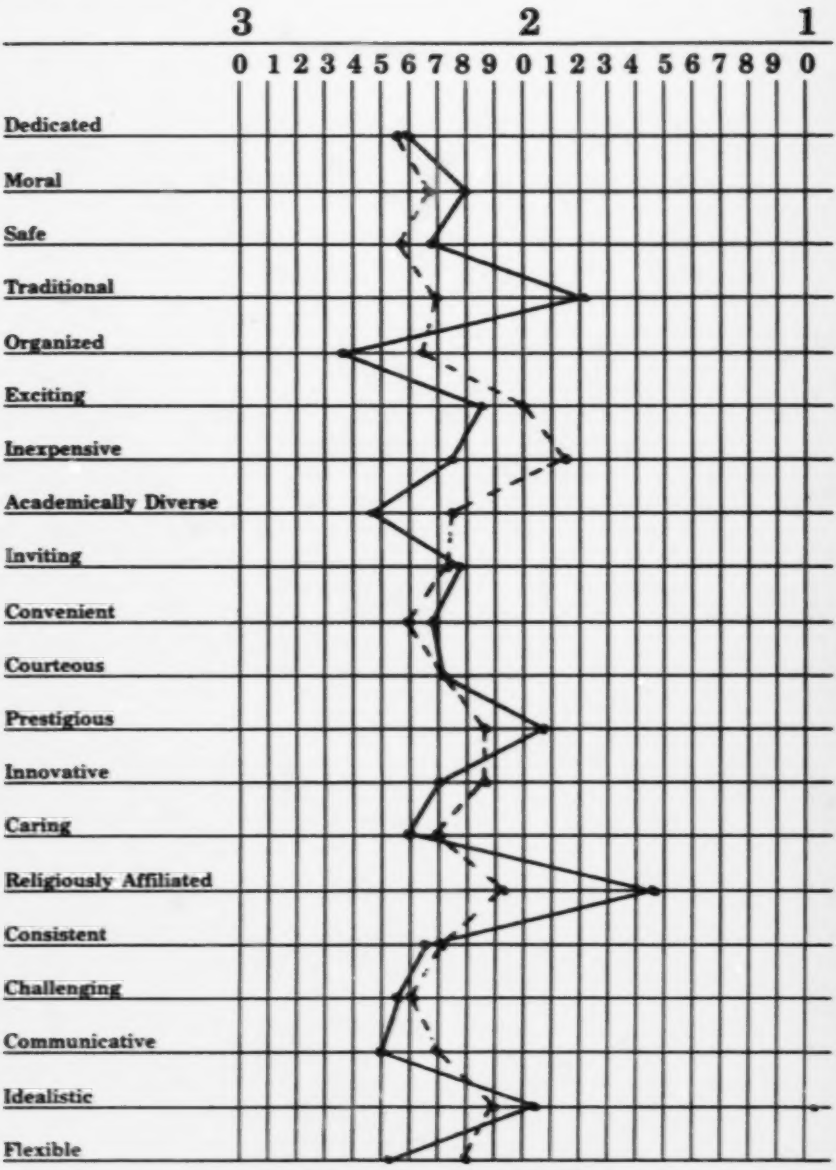
Specifically 3 questions were addressed:

1. How do adults living in the Lehigh Valley view Moravian Evening College?
   How similar are we to their ideal of an evening college?
2. How are we perceived by students from our feeder institutions?
3. Do our own evening students view us more positively than do other groups?

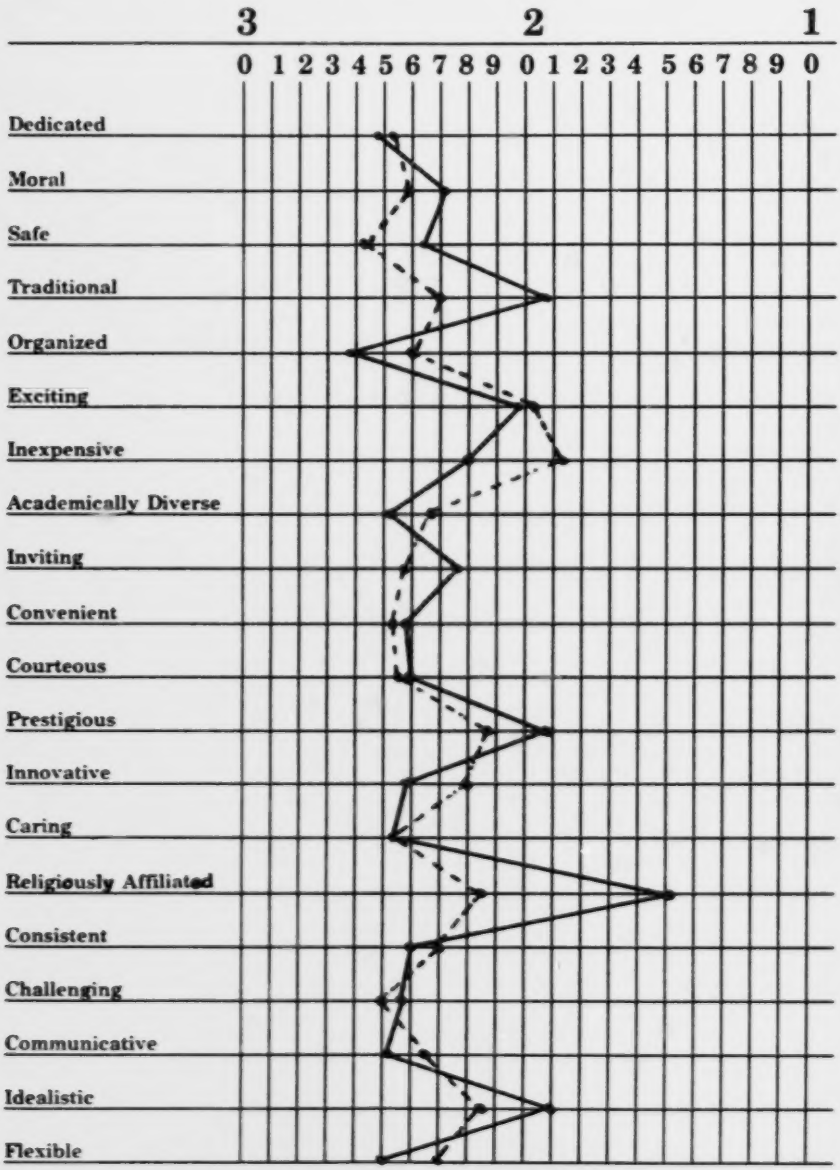
Response #1 - People in the Lehigh Valley view Moravian Evening College as a religiously oriented traditional college. The campus is considered relatively safe and inviting. The tuition is considered higher than desirable for the ideal flexibility.

Response #2 - Moravian College is viewed as further from the ideal college by transfer school students than by Moravian students. Substantial differences were apparent under exciting, idealistic, and

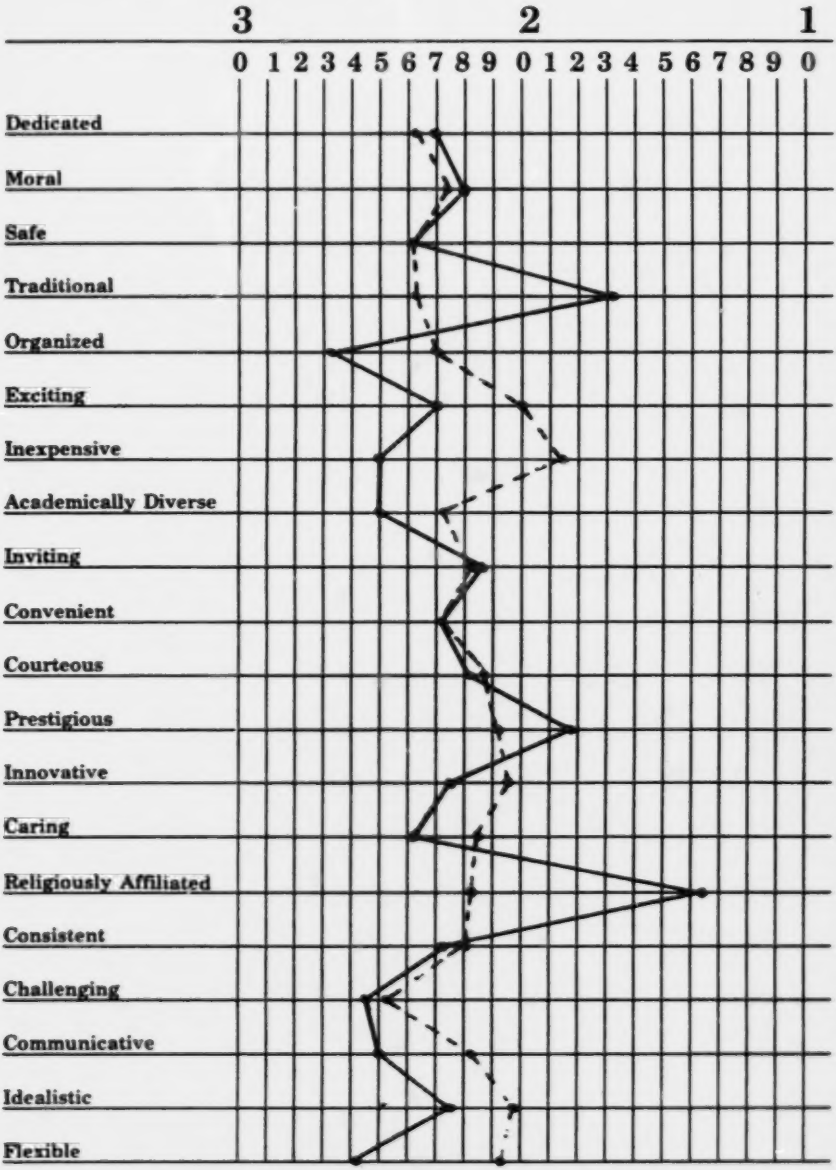
Total Sample



Division of Continuing Education Students



Transfer School Students



——— Ideal Evening College

- - - - Moravian Evening College

inexpensive. Promotional materials could overcome some of these differences. By stressing innovative programs the image of a more exciting environment could be transmitted. As a result of the *"expensive"* image, a new deferred payment plan was initiated and has been very successful as a marketing tool. The fact that a substantial number of transfer students were not familiar with Moravian College has resulted in several new cooperative ventures with the two community colleges, including college transfer nights at the two schools.

Response #3-The fact that Moravian students view the college as closer to the ideal than do other groups was considered very positive. The fact that we ranked high in dedicated, organized, safe, inviting, convenient, courteous, caring, and communicative among our own students was accepted as an indication that, overall, we are performing a supportive role.

Since receiving the results of the image study, the Moravian Evening College has begun revising its marketing campaign. Our ads are more bold, more action-oriented, and less traditional. Our publications stress the personal attention available to students and a safe and inviting environment. The results of the study were instrumental in persuading the administration that new marketing strategies would be beneficial.

The simplicity of the study makes replication very feasible. The use of transparencies makes the presentation of results easy to understand. Moravian's image study proved to be well worth the time and effort in revising marketing strategies for advertising and publication.

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Position Paper

Citizenship and Continuing Education: A Model for Communities

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Abstract

Continuing education with its outreach mission must perceive civic leadership as an appropriate arena for its work. The aim of such education is an informed citizenry who exercise control over their lives. Todays citizens want to self-determine how their government should function in their best interest.

Communities need a representative group to examine policy issues that affect them. This past year thirty participants from the University Learning Society, a membership-based organization for continuing education at the University of Nebraska-Lincoln, has examined two policy issues with University faculty resources. Because of this experience, these citizens have expressed improved judgments, attitudes, and decision-making on these issues.

The University Learning Society is expanding to associate its member forums for 1985-86 with the Domestic Policy Association, a network of educational institutions and collaborating organizations concerned with policy issues. Their forums try to define what the public interest is, and how it can be served with input to national representatives.

Continuing education must be involved in providing learning opportunities through content and curriculum so that its constituents, the citizens, may be prepared to solve human problems. This community model can accomplish the continuing education mission while fulfilling goals of enlightened civic leadership.

Citizenship and Continuing Education: A Model For Communities

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Continuing education with its outreach mission must perceive civic leadership as an appropriate arena for its work. The aim for such education is an informed citizenry who exercise control over their lives. Today's citizens want to self-determine how their government should function in their best interest.

Our nation is shifting from a representative to a participatory democracy, primarily due to the communication revolution in this country. Today with the capabilities of communication technology, citizens receive information simultaneously with their national representative in Washington. Today's citizens want more direct involvement in the issues and decisions that eventually return to them and impact their lives.

Active social and civic leadership are perceived by few as an appropriate arena for continuing education activities. The aim of such education is an informed citizenry who exercise control over their lives via effective participation in social decision-making directed to full control of the environment, civic affairs, business components and social institutions (Hoare, 1982). Citizen awareness is the prime force behind social change. Such change occurs when citizens care about their country and where it is going. But it is important that citizens who decide to take part in such activity be as well informed as possible.

People as citizens can learn - but whether they are educated or not on a subject - makes a difference. Groups of people, communities, can learn - but whether they do or not to solve their problems - will make

a difference. The education of a community is important for the same reasons that an individual's education is important. It is crucial to the community's ability to solve its problems, to progress (Matthews, 1984).

When most people are asked their opinions about a public policy issue, the reaction is usually to give an answer quickly. But they frequently modify that position when properly informed and are willing to compromise or change that opinion when they see the full picture.

The general philosophy that educated citizens are important in determining social conditions has been traced back as far as Plato in ancient Greece. That philosopher developed a system of universal education to produce the kind of citizen who would make possible the ideal Greek city state. The same philosophy of citizen participation has been present from the beginning of the United States.

Jefferson held that democracy could function only if the average citizen was fully informed and had a voice in major governmental policy decisions. He had faith that the average citizen would be sufficiently motivated to become informed and to exercise judgement in guiding the functioning democracy. This philosophy prevailed and formed the foundation of our American democracy (House, 1981).

There are a wide range of social problems which educational specialists believe continuing education should address. With a diversity of intentions, and a plethora of possible program areas and delivery systems included, the findings from numerous action-inquiry forums, conference proceedings and surveys clearly indicate that adult learning is seen as being inseparable from societal and individual development: *Feasible, practical, or not, problems in society and among its members are viewed as the agenda of lifelong learning and post-secondary education* (Hoare, 1982).

The crucial education of Americans is thus effectively terminated just as they reach the most critical and responsible phase of life, just as they become voting citizens, professional workers, and aspiring parents. They approach the most vital responsibilities of their lives with an education which will shortly become obsolete, and with little if any awareness of the essentiality of continuing their education if they are to achieve an optimum degree of their potential (Eklund, 1961).

The question of the most appropriate delivery system for meeting civic literacy needs is not generally in evidence. The models we have for improving our citizens' education on public policy issues usually involves nothing more than doing more of whatever we already do (Hoare, 1982).

There is a need in the communities of our country for a single

representative community-based group of citizens to review, examine, and be prepared to discuss public policy issues that affect them with appropriate local/state institutions, government and private sector representatives.

This past year, the University Learning Society at the University of Nebraska-Lincoln established such a community-based group within its membership. The University Learning Society is a membership-based organization for continuing education modeled after the highly successful Resident Associate Program of the Smithsonian Institution. The purpose of the University Learning Society is to extend the University's vast resources more fully to their citizens through a broad range of educational and cultural programs and activities consonant with the life of the University of Nebraska. Membership in the society is open to everyone.

This group of thirty Learning Society members called the *"Great Discussion Lunch Bunch"* divided into two sections with members reviewing two issues: 1) The Voting Behavior of the American Public in an Election Year; and 2) Is Peace Possible in the Middle East? The only requirement for membership in the *"Great Discussion Lunch Bunch"* is that the University Learning Society member must express an interest in attending the discussion to review and study the public issues. The groups meet every other week for 1½ hours for an average of three or four months with the group governing closure on the topic reviewed. A faculty resource from the University serves as the discussion leader and provides the knowledge base for the *"State of the Art"* look at the issue. The discussions are taped and a journal is kept for each session. A report containing both the tape and the journal is typed and sent to discussion group members after each session.

After examing the issue the discussion group members could be ready with some further preparation to share their information with appropriate representatives of the community or state, should they be asked. This citizen group, utilizing the vast resources of the University with its myriad of knowledge and information systems available to the community could provide an important service to its community by bringing a fresh perspective and new outlook for dealing with crucial public policy issues from citizens' points of view. And perhaps even more importantly, this group can give meaning to traditional democratic values in times of rapid change.

When polled by questionnaire for their reaction to this informed approach to reviewing citizen issues, the thirty participants from the two sections indicated the part of the discussion series most worthwhile to them was the interaction with informed persons like the faculty discussion leader. The second area most often mentioned by

all participants as the most worthwhile was being provided with background information and an overall picture of the issue. For all thirty participants, these discussions provided new knowledge to them on the issue. When asked to rate the overall value of these discussions from a scale of one to ten, all thirty participants rated the discussions between eight and ten. When asked to verbalize the nature of these discussions' benefits or value to them, the greatest benefits were: (1) increased knowledge on the subject, (2) opportunity to receive information from an informed source, and (3) opportunity to receive knowledge without prejudice.

Perhaps the views and attitudes of these discussion participants may not be representative of the American people as a whole, for the participants are self-selected. However, they are people concerned about public policies who took the time required to study the issues and discuss them with knowledgeable resources.

It is suggested that these participants' attitudes and judgments may now be more informed than their counterpart citizens, and possibly may be helpful in bridging the discontinuity between the public and policymakers. The ultimate test comes when these citizens exercise their votes on these issues and make a better choice of action because they have proper information and an understanding of the issue.

The University Learning Society is expanding to associate its member forums for 1985-86 with the Domestic Policy Association, a network of educational institutions and collaborating organizations concerned with policy issues. The Domestic Policy Association is supported by the Kettering Foundation. Its purpose is to hold open discussions among interested citizens to reach a common ground, a civil understanding about complex problems, so that public policy can be created and supported. Forums try to define what the public interest is and how it can be served.

During the next year the National Issues Forum topics are:

(1) Welfare: Who should be entitled to public help?

(2) Taxes: Who should be paying, and why?

(3) The Soviets: What is the conflict about?

From September 15, 1985 through January 15, 1986 University Learning Society members will meet at locations throughout the community to discuss these topics. Each topic will be discussed in three to five sessions. University of Nebraska-Lincoln faculty serve as moderators. Each of the National Issues Forum topics is addressed in a study guide based on impartial background information.

Following the community forum discussions, results are tabulated and shared with national officials through a Presidental Library Conference in which University Learning Society members can participate via video teleconferences. Local participants also may

participate in a *"Washington Week"* program featuring briefings at the White House, Congress, and national organizations. In this way, the National Issues Forum insures that a clear profile of citizens' thought, reflecting citizens' values and priorities, is shared with decision-makers.

Policy education can inform and stimulate the citizen to participate in the political system. Policy education is an institutional arrangement that makes the whole more effective than would be the sum of the individual components (House, 1981).

George Romney, currently chairman of *"Volunteer,"* The National Center for Citizen Involvement, believes that the country needs a more informed citizenry and organized mechanisms for conveying the opinion of informed citizens to the nation's policy-makers (Dorsey, 1984).

The colleges and universities of this country have a proud history of serving the educational needs of a broad range of citizens and a variety of settings. Their continuing education activities date back to the beginning of the state universities and land-grant colleges in the mid-1800s, and extend through the development of urban universities, private institutions with service commitments to sponsoring religious groups, and community colleges (Dorsey, 1984).

Policy education should be a standard part of continuing education work. And there should be an acceptance on the part of the universities to respond to citizens' needs. The continuing education unit, with its unique organization centered in service and community outreach for the university institution, and therefore given legitimacy because of its association with the university institution, is in a good position to provide policy education to citizens.

Furthermore, continuing education in fulfilling its public service mission for the university, must reach people. Continuing education must touch people's lives. Continuing education must help them as they search to improve their lives. This translates into aiding people to achieve greater levels of satisfaction in their lives. It also can mean aiding citizens to find more gratifying ways of relating to one another in their environments.

Many years ago Eklund said:

> *Idealism is the delicate and perishable stuff of which universities are made. If this vision of the mission of universities is ever clouded by outmoded practice of obscured indifference to the merging needs of a dynamic society, the culture of which they are a part may persist for a time, but it will be moribund* (Eklund, 1961).

Mr. John Diebold, chairman of the Diebold Group Inc., states the need to return to this participatory form of solving problems in government in order to get back to what is important — the individual:

> *From the everyday frustrations of ordinary life to the virtual impossibility of undertaking major national initiatives (except in the worst national crisis), it is simply much more difficult to get things done than it was only a few decades ago. I believe that the widening gap between what is possible and what we actually achieve in terms of improving the quality of life is due to the fact that our institutional machinery-the processes by which we handle policy problems and public decisions-are increasingly inappropriate to our complex industrialized society* (Diebold, 1984).

Matching educational resources to worthy challenges, using the best methods to improve the quality of public policy, is the essence of policy education (House, 1981). Herein lies the challenge for continuing education. We live in a more complicated society than when our nation was young and bursting with resources. Problems for society are more complex than when our government was founded.

It is essential that lifelong learning be concerned with crucial issues. Continuing education must be involved in providing learning opportunities through content and curriculum so that its constituents, the citizens of this country, may be better prepared to solve human problems. This community model of the University Learning Society can accomplish the continuing education mission while fulfilling goals of enlightened civic leadership.

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Abstract

A Comparison of Rural and Urban Student Participation in High School Correspondence Study

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Suzanne Logan **
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Correspondence study may be considered a viable alternative for providing curriculum diversity in small secondary schools. Research shows correspondence courses are approved by a majority of both small and large secondary schools, but only a small percentage of the students take advantage of the instructional method, usually using it to earn make-up credit. A major reason for the lack of use of correspondence study lies in the reluctance of principals to recommend the method. Visits to small high schools in rural areas by the authors resulted in several recommendations for school officials to consider regarding correspondence study. Using these recommendations, correspondence study may be an acceptable alternative for their students.

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Abstract

Clientele of University-Based Executive Education Programs at Public Colleges of Business Accedited by The A.A.C.S.B.

Fred Maidment, Ed.D.
Southern Illinois University

The study answers questions with regard to the clientele of executive education programs at public institutions accredited by the A.A.C.S.B.

1. What was the level of the Executive taking the particular course?
2. What was the nature of the business of the employers of the students?
3. What was the geographical region from which the students were drawn?
4. Who normally paid the fees for the program?
5. What was the size of the employers of the students?
6. What did the students normally study?

Abstract

Some Fundamental Considerations in In-Service Teacher Education and Professional Development

Charles H. Koelling
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University of Missouri-Columbia

Much of what is written about in-service education today is written from a short term perspective or from a perspective which is very close to the scene. While this perspective offers something to consider, it focuses too much on the trees and not enough on the forests. It focuses too much on events and not enough on a conceptual system which, when in place can accommodate events of larger, broader, issues which can provide a framework for the development of an adequate and lasting in-service and professional development system which forms, together with pre-service education, a mutually reinforcing total life education system for professionals in education. Among the aspects to be considered in this quest are the following:

1. Historically in-service and professional developments today resemble pre-service teacher education 70-80 years ago.
2. In-service is a non-system.
3. In-service education should serve society.
4. Pre-service and in-service should be mutually reinforcing.
5. General education is also subject to obsolescence.
6. A Life Career Curriculum should be developed.
7. There should be a role and scope of institutional roles.
8. Institutional and agency conflict of interest must be addressed.
9. Colleges must play a central role in professional improvements.

Abstract

The Older Adult College Student: What Does Educational Psychology Have to Offer?

Michael F. Shaughnessy
Eastern New Mexico University

As older college students return to the halls of learning, they are often beset with difficulties in learning, remembering and test taking. Further, they are beset with new vocabulary, new terms, concepts and theories. Deluged with a mass of information, they are frequently overwhelmed.

Educational psychology is concerned with learning, memory, problem solving and cognition. There has been much recent research on the topic of facilitating learning in the older adult college student in continuing education programs. Some of the processing techniques, vocabulary learning strategies, and problem solving methodologies will be reviewed, as well as functional tactics, and techniques for helping older students re-adjust to the demands of college life. Knowledge acquisition concerns and encoding and retrieval strategies will be explored and examined. It is hoped that the participants will receive some basic knowledge regarding the problems of adult learners, strategies that can be used to facilitate learning, and some of issues germaine to this field.

Abstract

Women and Men Top Level Managers: True Equivalents in the 80's

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University of Nebraska-Lincoln

Male and female managers may be more like one another than unlike one another. This study and recent studies on women in managerial careers, suggest that top-level women managers are similar to men in characteristics, and experience similar dilemmas and barriers as they progress through management. Studies have shown that men experience similar frustrations with unfocused career plans, and dead-end or blocked career paths as did all but one of the women in this study. The data suggests the differences between men and women are less important than the similarities.

Fifteen midwestern top-level women managers were interviewed for information on their career pathways in an initial tape-recorded interview using three narrative questionnaires. A follow-up open-ended questionnaire asking for further information was sent to each participant for purposes of cross-referencing some previously received information. The results of this study indicate the focus for change still lies with individual organizations that practice sex bias against promoting women rather than with general attitudes towards promoting women.

Continuing education organizations must make a commitment to provide an entire change process in order to successfully eradicate sex bias for integrating women into the highest level management positions.

Administrative Responsibilities In Continuing Education Programs

Jerry G. Springfield and John R. Hoffmann

With adults returning to college in increasing numbers and traditional age students working to finance educational costs, alternative educational programs have become increasingly popular. Increased options for alternative educational opportunities have resulted in a broadening of the curriculum, a blurring of departmental lines, and a restructuring of both credit and non-credit programs. In the forefront of this movement have been the continuing education units at both two-year and four-year colleges.

At the same time, the present economic crisis in higher education raises a fundamental question concerning the ability of colleges and universities to fulfill their traditional functions while assuming these additional responsibilities. Specifically, can institutions of higher learning maintain flexibility and viability, promote quality, remain accountable and respond effectively to the changing needs of society within the context of declining resources? Continuing education divisions are often the organizational units within an institution that are most severely affected by declining resources, and those who manage these units can have considerable influence in resolving this problem.

Before we can resolve the problem, however, we should understand the breadth and depth of our responsibilities. What are we accountable for? What are the parameters of continuing education at our institutions? Are there significant differences between two-year and four-year colleges, for example, in the areas of responsibility and scope associated with continuing education programs?

In an effort to determine the current scope of responsibilities assigned to continuing education chief administrators at Texas institutions of higher education, a thirteen-item questionnaire was developed by the authors. It was reviewed by the research committee of the Texas Association for Community Services and Continuing Education (TACSCE) and validated by the TACSCE board of directors. Program areas included in the survey were evening on-campus credit, evening on-campus non-credit avocational, evening on-campus non-credit vocational, off-campus resident credit, extension credit, extension

non-credit avocational, extension non-credit vocational, concurrent enrollment credit, flexible entry credit, ABE/GED, and developmental education courses.

Respondents were asked to check those programs for which they have administrative responsibility, and also those areas which are classified as continuing education programs at their respective institutions. Non-credit courses were defined as those carrying either Continuing Education Units (CEU's) or no college credit. Off-campus resident credit courses are those which are offered for resident credit at off-campus or out-of-district locations and which receive state appropriations. Extension courses were described as those offered on an off-campus or out-of-district basis and for which no state funds are awarded.

Concurrent enrollment courses are those in which high school students may enroll on an early admission basis. Flexible entry courses were listed as those in which students may enroll at times other than at the beginning of a semester. Developmental education courses were defined as those of a remedial or college preparatory nature. ABE/GED courses are aimed at providing the equivalent of either an eighth grade or a high school education. Vocational courses were equated with an occupational orientation, while avocational courses were defined as those having a self-improvement or hobby-related emphasis.

The sample population was drawn from all Texas institutions having identifiable continuing education administrative units, including two-year, four-year non-doctoral, and four-year doctoral granting institutions. Seventy-two survey forms were mailed in April, 1985, and 61 replies were received, representing an excellent 84.72 per cent rate of response. Respondents included 42 chief C.E. administrators from two-year colleges, 6 administrators representing four-year non-doctoral granting institutions, and 13 respondents from four-year doctoral granting universities. The favorable response is indicative of the high degree of professionalism and spirit of cooperation which we have come to expect from Texas CE administrators.

SEE TABLE I

1. **Evening On-Campus Credit** - The total number of survey respondents indicating responsibility for evening on-campus credit courses was 20, or 32.79% of the total participants. Only 8 respondents (13.11%) indicated that these programs are classified under continuing education at their respective institutions. Thus the number of

those responsible for evening on-campus programs exceeds by about 20% those whose institutions define these programs as falling within the parameters of continuing education.

2. **Evening On-Campus Non-Credit Avocational** - A total of 49 respondents (80.33%) indicated responsibility for community service avocational courses on-campus, while 52 or 85.25% of those responding to the survey stated that this area was considered to be a continuing education program area at their institutions.

3. **Evening On-Campus Non-Credit Vocational** - Approximately the same number of participants as in the previous category, 50 or 81.97% of the total, assumed responsibility for non-credit vocational programs on-campus, and 55 of the respondents (90.16%) indicated that these programs are included under the umbrella of continuing education at their schools. Apparently vocational deans or directors handle these programs at several institutions.

4. **Off-Campus Resident Credit** - Twenty-three of the respondents (37.7%) indicated some responsibility for off-campus or out-of-district resident credit courses. Only 12 of the participants, or 19.67% of the total number, indicated that these courses are classified as continuing education at their colleges or universities.

5. **Extension Credit** - The number of participants reporting responsibility for extension credit courses was 15 (24.59%). Fewer participants (11 or 18.03%) checked these programs as being considered part of an administrative unit in continuing education.

6. **Extension Non-Credit Avocational** - A total of 37 (60.66%) of those responding assumed responsibility for off-campus non-credit avocational courses, and 40 (65.57%) of the participants indicated that these courses were considered as part of a continuing education assignment at their institutions.

7. **Extension Non-Credit Vocational** - The numbers were very similar to those in the previous category. Thirty-five respondents (57.38%) had responsibilities in this area, and 36 institutions (59.02%) viewed these programs as a segment of continuing education.

8. **Concurrent Enrollment Credit** - Only 14 of the participants, or 22.95%, had responsibilities in this program area, and only 5 (8.20%) indicated that concurrent enrollment was classified as continuing education.

9. **Flexible Entry Credit** - As expected, only 12 or 19.67% of the respondents, had responsibility over this non-traditional scheduling approach, and only 7 institutions (11.49%) classified flexible entry as falling within the domain of continuing education.

10. **ABE/GED** - A total of 17 persons reported that they administered Adult Basic Education/General Educational Development programs. This figure represents 27.87% of the respondents. Approximately the same number, 19 or 31.15%, stated that these programs were assigned a continuing education classification at their institutions.

11. **Developmental Education** - Not surprisingly, only 3 respondents (4.92%) reported any responsibility for developmental courses. Eight participants (13.11%) indicated that these programs were labeled as continuing education. Many institutions, particularly community colleges, apparently have separate developmental education departments.

ITEM ANALYSIS
TABLE I
TOTAL RESPONDENTS

Resp. For	%	Item Description	CE?	%	CHI-SQ	Sig. Level
20	32.79	1. Evening On-Campus Credit	8	13.11	6.67	.05
49	80.33	2. Evening On-Campus Non-Credit Avocational	52	85.25	0.52	
50	81.97	3. Evening On-Campus Non-Credit Vocational	55	90.16	1.71	
23	37.70	4. Out-of-District Resident Credit	12	19.67	4.85	.05
15	24.59	5. Extension Credit	11	18.03	0.78	
37	60.66	6. Extension Non-Credit Avocational	40	65.57	0.31	
35	57.38	7. Extension Non-Credit Vocational	36	59.02	0.03	
14	22.95	8. Concurrent Enrollment Credit	5	8.20	5.05	.05
12	19.67	9. Flexible Entry Credit	7	11.49	1.56	
17	27.87	10. ABE/GED Classes	19	31.15	0.16	
3	4.92	11. Developmental Education	8	13.11	2.50	

DIFFERENCES AND SIMILARITIES
TABLE II
TWO–YEAR COLLEGES

Resp. For	%	Item Description	CE?	%	CHI-SQ	Sig. Level
15	35.71	1. Evening On-Campus Credit	7	16.67	3.94	.05
35	83.33	2. Evening On-Campus Non-Credit Avocational	35	83.33	-0-	
37	88.10	3. Evening On-Campus Non-Credit Vocational	39	92.86	0.55	
15	35.71	4. Out-of-District Resident Credit	8	19.05	2.93	.10
8	19.05	5. Extension Credit	5	11.90	0.82	
28	66.67	6. Extension Non-Credit Avocational	29	69.05	0.05	
27	64.29	7. Extension Non-Credit Vocational	27	64.29	-0-	
10	23.81	8. Concurrent Enrollment Credit	5	11.90	2.02	
9	21.43	9. Flexible Entry Credit	6	14.29	0.73	
16	38.10	10. ABE/GED Classes	18	42.86	0.19	
3	7.14	11. Developmental Education	5	11.90	0.55	

TABLE III
FOUR–YEAR COLLEGE

Resp. For	%	Item Description	CE?	%	CHI-SQ	Sig. Level
-0-	-0-	1. Evening On-Campus Credit	-0-	-0-	-0-	
5	83.33	2. Evening On-Campus Non-Credit Avocational	6	100.00	1.09	
5	83.33	3. Evening On-Campus Non-Credit Vocational	6	100.00	1.09	
3	50.00	4. Out-of-District Resident Credit	2	33.33	0.34	
1	16.67	5. Extension Credit	1	16.67	-0-	
1	16.67	6. Extension Non-Credit Avocational	2	33.33	0.44	
1	16.67	7. Extension Non-Credit Vocational	2	33.33	0.44	
1	16.67	8. Concurrent Enrollment Credit	-0-	-0-	1.09	
2	33.33	9. Flexible Entry Credit	1	16.67	0.44	
-0-	-0-	10. ABE/GED Classes	-0-	-0-	-0-	
-0-	-0-	11. Developmental Education	1	16.67	1.09	

TABLE IV
DOCTORAL–GRANTING UNIVERSITIES

Resp. For	%	Item Description	CE?	%	CHI-SQ	Sig. Level
5	38.46	1. Evening On-Campus	1	7.69	3.47	.05
9	69.23	2. Evening On-Campus Non-Credit Avocational	11	84.62	0.87	
8	61.54	3. Evening On-Campus Non-Credit Vocational	10	76.92	0.72	
5	38.46	4. Out-of-District Resident Credit	2	15.38	1.76	
6	46.15	5. Extension Credit	5	38.46	0.16	
8	61.54	6. Extension Non-Credit Avocational	9	69.23	0.17	
7	53.85	7. Extension Non-Credit Vocational	7	53.85	-0-	
3	33.08	8. Concurrent Enrollment Credit	-0-	-0-	3.39	.10
1	7.69	9. Flexible Entry Credit	-0-	-0-	1.04	
1	7.69	10. ABE/GED Classes	1	7.69	-0-	
-0-	-0-	11. Developmental Education	2	15.38	2.17	

Let us now proceed with an examination of the data contained in Tables II, III, and IV. As indicated earlier, in examining areas of responsibility versus classifications under continuing education for all institutions, the number of participants who are responsible for evening on-campus credit exceeds the number of those whose institutions consider these programs to be part of a continuing education designation. This difference is significant at the .05 level (20 or 32.79% versus 8 or 13.11%).

The same conclusion holds true for two-year colleges (Table II) in regard to out-of-district resident credit (15 respondents or 35.75% *responsible for* versus 8 respondents or 19.05% *classified as continuing education*) and for doctoral-granting schools (Table IV) in the area of concurrent enrollment credit (3 respondents or 33.08% *responsible for* these programs versus 0 instances where they are *classified as* continuing education). In all of these cases, the number reporting responsibility for these programs is such that these should be considered as institution-specific situations.

At four-year colleges (Table III) the CE administrator is apparently not responsible for evening on-campus credit classes. At two-year colleges and doctoral-granting institutions, responsibility in this area seems to be quite institution-specific. In both types of institutions, fewer than 40% of the respondents indicated that they were responsible for managing on-campus credit classes.

The category of responsibility for evening on-campus non-credit vocational courses shows a significant difference (4.71 at the .05 level)

between two-year and doctoral-granting institutions. However, this variance is merely in degree of response. For two-year colleges a total of 88.10% of those surveyed reported responsibility, while 61.54% of the respondents from institutions granting the doctorate indicated responsibility for this area of instruction.

Another variance between these two types of institutions may be noted. Since only 19.05% of the two-year college respondents reported responsibility for extension credit courses, it may be assumed that 80.95% claimed no responsibility in this area. Yet 46.15% of the responses from doctoral-granting institutions were in the affirmative, indicating actual control over extension credit programs in about half the cases. Perhaps the 8 two-year college representatives who reported responsibility did not recognize the differentiation between out-of-district and extension programs.

In the area of non-credit avocational courses offered off-campus, four-year colleges are the exceptions. Only one four-year college respondent assumed responsibility in this program area, while approximately two-thirds of both community colleges and doctoral-granting institutions (66.67% and 61.54% respectively) assign responsibility to the chief CE administrator.

Furthermore, only one four-year college reported CE responsibility for extension non-credit vocational programs. Two-year institutions reported 27 out of 42 (64.29%) and doctoral-granting universities reported 7 out of 13 (53.85%). This does not represent a significant difference at either the .05 or the .10 level, however.

Two-year colleges are the exceptions in reference to ABE/GED responses. For two-year community colleges, both the responsibility for these programs and whether they are classified as continuing education are apparently institution-specific situations which are influenced by administrative organizational patterns. For four-year and doctoral-granting institutions, both response categories are a consistent *"no"* in relation to Adult Basic Education programs.

In examining specific types of programs which are classified as continuing education components, both four-year colleges and doctoral-granting universities seem to be institution-specific on whether extension credit courses are considered to be part of a continuing education administrative unit. Only 16.67% of four-year colleges and 38.46% of doctoral-granting schools classify them in this manner. Meanwhile, merely 11.9% of community colleges consider extension credit courses as continuing education programs. The differences between two-year and four-year colleges are not statistically significant.

In the areas of avocational and vocational courses taught off-campus, the four-year schools are situation-specific. On the average, about two-thirds of the respondents from both community colleges

and doctoral-granting institutions classify these programs under the umbrella of continuing education. A total of 69.05% of two-year colleges and 69.23% of doctoral-granting institutions classify non-credit avocational programs offered off-campus as continuing education programs. The percentages for non-credit vocational programs off-campus are 64.29% and 53.85% respectively.

CONCLUSIONS

Considering the number of institutions (61) responding, and all of the opportunities for variance among the three categories of schools, relatively few statistically significant differences were found. It was difficult to spot any trends in these differences, since the exceptions to the norm were apparently specific to individual institutions. Perhaps this homogeneity of efforts is one explanation for the relative degree of success experienced by CE programs at most Texas institutions of higher education.

The final conclusion to be drawn is that almost all of what we do is categorized as continuing education. Apparently the field is so broad-based that vitually any curriculum area that is considered to be non-traditional or a special instructional service of an institution may be classified as a CE program.

It is recognized that continuing education divisions in higher education institutions vary in size, age, and level of maturity. Administrative organizational patterns also vary. The commonalities presented by this study, however, suggest the need for CE administrators at all types of institutions to gather in organizations like TACSCE in order to discuss common problems and possible approaches to them. Equally important, it is hoped that studies like this one will spur continuing education deans and directors to analyze the breadth and scope of their own programs and compare them to those described here. The process of comparison may help generate solutions to similar problems.

Article Annotations

Burgess, Elinor, and Doris J. Rees. *Mall Classrooms: Where Students Get a Piece of the Action.* **The Balance Sheet.** May/June, 1984.

It has become possible to teach in a classroom surrounded by close to 200 business experts that can also serve as resource speakers, student advisors, and field trip hosts. The classroom may be easily accessible to the most up-to-date equipment related to the college's equipment.

Fairfax County Public Schools in Virginia, through a long-standing partnership with its business community took advantage of that possibility by creating mall classrooms.

Mall Merchandising, or Classroom-on-the-Mall, as it is commonly called, serves as an alternative approach to the traditional program for students.

Tucked away down a semiprivate corridor, the Springfield Mall Classroom affords a quiet atmosphere conducive to serious teaching and learning. Yet, only seconds away is the Mall's grand concourse which contains many of the nations's leading department stores, specialty shops, restaurants, financial institutions, and other service businesses.

The instructional program is conducted with the active assistance and participation of the residing merchants. These merchants open their doors to provide students with realistic, hands-on experiences during class time.

James Powell
Texarkana Community College

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What do Community Colleges do for their Communities.
Community and Junior College Journal.
Vol. 55, No. 8, May/June 1985, p. 37.

This article consists of four parts. Each part is a statement from a member of the board of trustees of a community college. The colleges were selected on the basis of Kenneth McGuire's work in 1984. He determined that these four institutions represented the four prototypes of community-based education. The statements provide insight into the attitudes of the colleges, as well as some of the programs. While no program details are given, one can get a feel for what these institutions are about.

Jerry Springfield
Angelina College

Foy, Nancy. *Ambivalence, Hypocrisy, and Cynicism: Aids to Organizational Change.* **New Management.** Spring, 1985.

Most people in organizations assume that cynicism and ambivalence are negative qualities and are detrimental to the achievement of organizational goals. Nancy Foy suggests otherwise. She sees persons having these qualities as providing the challenges to betterment that all organizations need in order to move forward. Her theme is that people are entitled to be cynical (and usually have ample reason), entitled to be ambivalent (most good leaders feel this way often), and the hypocrisy comes from having to pretend enthusiasm while being full of doubts. Foy suggests ways to deal with these attitudes so that employees are not alienated, and cynics are turned into agents of change. She suggests that the cynics be given a platform, that their complaints be taken seriously, and that managers be encouraged to admit their ambivalence and to express it. If these attitudes are licensed and assumed to be inevitable, then they can be used for growth.

Claire Gauntlett
Eastfield College
Dallas County Community College District

Frank, Ronald E. *Coexisting with Corporate Classrooms.* **The Chronicle of Higher Education. August 14, 1985.**

While institutions of higher education are agonizing over how they can hook up with business and industry to meet training needs, those same businesses are training almost eight million people each year-almost as many students as attend higher education institutions. This article suggests that there is nothing to be alarmed at in this situation, since colleges and universities cannot be all things to all people. However, there are some steps to be taken to ensure that colleges do not lose training opportunities that logically ought to be theirs. These steps all point to the need for flexibility, and for developing partnerships with business and industry rather than assuming a posture of competition. In addition, colleges need to be willing to develop specialized curriculum, emphasize application over theory, acquire and use the latest technology, and use the expertise of those in industry to provide up-to-date training.

Clair Gauntlett
Eastfield College
Dallas County Community College District

Justiz, Manuel J. *Involvement in Learning: The Three Keys.* **Community and Junior College Review.** Vol. 55, No. 7, April 1985, p. 23.

The author devotes his energies to summarizing the report, **Involvement in Learning: Realizing the Potential of American Higher Education.** This report was presented to the National Institute of Education in October, 1984. His summary is concise and informative. The warning signs are given as well as the suggestions for improvement. These suggestions are grouped in three categories, the three keys.

Jerry Springfield
Angelina College

Paris, Kathleen A. *Employers as Evaluators.* **Community and Junior College Review.** Vol. 55, No. 6, March 1985, p.28.

This article discusses the use of local employers as instructional auditors for Fox Valley Technical Institute. The procedure followed at FVTI is to bring local employers together as a team to evaluate a specific instructional program. A facilitator works with the team. The facilitator, in this case, is the administrator of institutional research, planning and marketing services. This person has no line authority over instruction and, therefore, is supposed to be more objective. The facilitator works with the team in the one-day audit assisting them in answering specific questions about the program being audited. The author elaborates further on the procedure, its philosophical basis, and its application at FVTI.

Jerry Springfield
Angelina College

Book Reviews

Campbell, Dale F., editor. **Leadership Strategies for Community College Effectiveness.** American Association of Community and Junior Colleges, Washington, D.C., 144 pages.

This book is an outgrowth of the Community College President's Leadership Institute. The Institute was proposed by the Department of Adult and Community College Education at North Carolina State in response to a perceived need among community college presidents to acquire new skills in management.

The Institute was organized into seven sessions lasting three days each and meeting at various locations around the state. The sessions were led by a noted researcher and prominent practitioners in seminars and was augmented by case studies and group activities. A team of practicing professionals, who were also graduate students at North Carolina State, was asked to provide interpretations and implications of the sessions. The seven topics covered are:

1. Strategic Planning-Ensuring Institutional Vitality
2. Governance: Structure, Style and Finance
3. Leadership and the Curriculum
4. Human Resource Development
5. Computers and Telecommunications
6. Resource Development and Marketing
7. Institutional Impact and Image

While the book is intended for college presidents, the information is worthwhile for any administrator. Indeed, many of the problems confronted by presidents are similar in nature to those confronted in community education. This book should be of benefit to each of us.

Jerry Springfield
Angelina College

Council on the CEU, **Principles of Good Practice In Continuing Education.**

CCEU Project to Develop Standards and Criteria for Good Practice in Continuing Education is the first major research project of the Council on the Continuing Education Unit (CCEU) specifically designed to contribute to general improvement of the overall quality of continuing education.

The Principles of Good Practice in Continuing Education is the result of a three-year project funded and conducted by the Council on the Continuing Education Unit (CCEU) in keeping with two of its stated purposes. This effort was prompted by a growing concern for a lack of quality and consistency in continuing education training activities and provides five key recommendations:

I. LEARNING NEEDS IN CONTINUING EDUCATION:

A. Sponsors or providers of continuing education programs/activities utilize appropriate processes to define and analyze the issue(s) or problem(s) of individuals, groups, and organizations for the purpose of determining learning needs.

II. LEARNING OUTCOMES IN CONTINUING EDUCATION:

A. The continuing education provider has clear and concise written statements of intended learning outcomes of a continuing education program/activity.

B. The statements of intended learning outcomes of a continuing education program/activity focus on learning that can be applied by the learner to situations beyond the boundaries of the learning enviroment.

C. When a continuing education program consists of several interrelated activities, courses, seminars, and workshops, the contribution of the intended learning outcomes of each to the total program is clearly designated.

D. The agenda of the continuing education program/activity clearly specifies when each learning outcome will be addressed.

E. Learning outcomes are sequenced so that learners are able to recognize their progress toward achieving the stated learning outcomes.

III. LEARNING EXPERIENCES IN CONTINUING EDUCATION:

A. Learning experiences are designed to facilitate the role of the learner and are organized in such a manner as to provide for appropriate continuity, sequencing, and intergration of the program/activity to achieve the specified learning outcomes.

B. The statements of intended learning outcomes of a continuing education program/activity determine the selection of instructional strategies, instructional materials, media and other learning technology, and create an appropriate learning environment.

C. Program content, instructional materials, and delivery processes are relevant and timely for achieving intended learning outcomes.

D. Instructional staff in continuing education programs/activities are qualified by education or experience to provide quality instruction in the subject matter area.

E. The physical environment for the continuing education program/activity is conducive to learning.

IV. ASSESSMENT OF LEARNING OUTCOMES:

A. Continuing education programs/activities are evaluated through assesment of learners' performance in terms of intended learning outcomes.

V. CONTINUING EDUCATION ADMINISTRATION:

A. Each continuing education provider has a clearly written statement of its mission, which is available to the publics served.

B. The continuing education provider has appropriate, sufficient and stable human, fiscal and physical resources to provide quality programs/activities over an extended period of time.

C. The continuing education provider's promotion and advertising provide full and accurate disclosures about its programs, services and fees.

D. The continuing education provider ensures the maintenance of a set of limited-access permanent records of participants and the provision of documentation for accurate, readily available transcripts.

E. The continuing education provider makes available to participants recognition and documentation of achievement of learning outcomes specified for the continuing education program/activity.

F. The continuing education provider ensures that appropriate quality control systems are in place and in use within its organization.

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